The Engagement of Further and Higher Education with the London 2012 Olympic and Paralympic Games: II

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THE ENGAGEMENT OF FURTHER AND HIGHER EDUCATION WITH THE LONDON 2012 OLYMPIC AND PARALYMPIC GAMES: II

by the

Centre for Sport, Physical Education & Activity Research (SPEAR)
Canterbury Christ Church University

Commissioned by

Podium, the Further and Higher Education Unit for London 2012

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KEY MESSAGES

92% of respondents from the Further and Higher Education sector (the same proportion as in 2010) said that they are or expect to be involved in Games-related projects, although 16% of the FE and HE sectors had not yet been involved in any projects.

Increased sport participation is the most expected legacy, and this is undoubtedly linked to the increased number of sport-related projects and the increased sport participation such projects are expected to bring in Games year.

Two-thirds of respondents expect to gain a legacy of increased sport participation from the Games, whilst more than half expect legacies of lasting partnerships, enhanced organisational profile and improved skills and employment opportunities.

Over 90% of FE and HE respondents involved in Games-related activities have delivered such activities through partnerships.

Almost 30% of senior managers, a group that might have been expected to give more a more circumspect answer, believe there will be a financial legacy for their organisation.

PREFACE – ABOUT PODIUM

Podium is the Further and Higher Education Unit for London 2012 and was established in 2007 by London Higher, the umbrella body representing more than 40 universities and colleges in London.

Podium functions as a platform on which to build the nationwide engagement of FE and HE with London 2012. The unit is funded by the Higher Education Funding Council for England as well as the Skills Funding Agency and is directed by a Board of leading figures from the sectors.

Working with key stakeholders and alongside the Games authorities, Podium's role is to communicate Games related opportunities, support the development of programmes and share examples of good practice across the sectors. Simply put, Podium's core functions are to communicate, collaborate and enhance.

Although an independent body, Podium works extremely closely with the London Organising Committee of the Olympic and Paralympic Games (LOCOG) with the Head of the unit being seconded into LOCOG on a part-time basis.

The FE and HE sectors have played an integral role for Team GB at previous Olympic and Paralympic Games. For example; more than 50 per cent of our Beijing 2008 medallists were students or graduates.

The sectors' involvement with London 2012 is much greater and wider though, as this report, The Engagement of Further and Higher Education with the London 2012 Olympic and Paralympic Games - April 2012, commissioned by Podium from the Centre for Sport, Physical Education & Activity Research (SPEAR) at Canterbury Christ Church University demonstrates.

This is the second annual study that Podium has commissioned the Centre for Sport, Physical Education & Activity Research (SPEAR) at Canterbury Christ Church University to undertake on the subject of FE and HE engagement with London 2012. With 476 responses received from across the sectors this time around, an increase of more than 50% in the number of respondents (315) to the report released in March 2011, this undoubtedly represents the widest reaching study of its kind ever produced, not only for an Olympic and Paralympic Games, but for any mega-evant.

For more information about Podium and the latest London 2012 related news, events and opportunities for the FE and HE sectors, visit www.podium.ac.uk.

Gareth Smith

Head of Podium

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ENGAGEMENT & INVOLVEMENT

- *92% of respondents from the Further and Higher Education sector (the same proportion as in 2010) said that they are or expect to be involved in Games-related projects, although 16% of the FE and HE sectors had not yet been involved in any projects*.
- *The overall volume of Games-related projects has grown by 12% in the last year*.
- *As the Games approach, more organisations are more involved in Games-related activity, with 60% now involved in multiple projects and plans in 2010 being translated into involvement in 2011.*
- *Respondents have fewer future plans for further Games-related projects than they did a year ago because many of these projects are now underway*.
- *There was a lull in new engagement in the previous academic year (2010-11), but a significant upsurge in engagement with both Podium and the Games as attention turned to the 2011-12 academic term.*
- *Just over half of respondents (56%) have been aware of Podium for over a year, but over a third of respondents (35%) became aware of Podium in the previous 6 months (circa July-December 2011), a much higher proportion of newly engaged stakeholders than in 2010 (20%).*
- *The Enewsletter has marginally overtaken Conferences and Events as the area of work Podium is most known for after its website.*

OPPORTUNITIES & BARRIERS

- *Over 90% of FE and HE respondents involved in Games-related activities have delivered such activities through partnerships.*
- *Sport-related opportunities offered by London 2012 were rated most important to organisations, alongside specific opportunities related to disability sport, closely followed by volunteering opportunities, all of which were rated important by more than 90% of respondents.*
- *There were clear increases in the perceived importance of cultural and creative, and of employment opportunities. There was a marginal fall in the rating for the importance of education-related opportunities.*
- *There is an increase from 2010 in the number of organisations that are becoming involved (or deciding not to become involved) in Games-related projects according to their organisational strategic priorities, rather than seeking to develop Games-related projects because they simply feel they should "do something for the Olympics".*
- *In 2011 there appeared to be greater agreement than in 2010 between those in different roles, and at different levels of organisational seniority, about where the most important Games-related opportunities lie.*

- *There are clear qualitative and quantitative differences between FE and HE in terms of the partners they have worked with in Games-related projects: the FE sector works much more extensively with schools than does HE; the HE sector is far more successful in working with partners outside the sector than is the FE sector.*
- *Over 35% of Further Education colleges have worked with other FE partners on Games-related activities, whilst almost 40% of Higher Education institutions have worked with other HE partners. However, only 15% of FE and HE respondents work in partnerships across the FE/HE divide.*
- *Barriers tend to fade with involvement in Games-related projects. For example, barriers relating to access to, and knowledge and awareness of, opportunities were rated as significant obstacles, as was a lack of potential partner organisations, but they are significantly less important among those organisations that have become involved in Games-related projects.*
- *As in 2010, the lowest ranked barrier is lack of interest, suggesting that there remains considerable interest in the FE and HE sectors in exploring the opportunities offered by the Games.*
- *The highest ranked barrier, lack of time, remains a significant barrier to involvement regardless of whether respondents have already been involved in Games-related projects.*
- *Senior Managers rated lack of time significantly lower as a barrier than other respondents, whilst Heads of Department and lecturing/teaching staff rated it higher.*

PROJECTS & ACTIVITIES

- *While the most widespread projects to date have focused on volunteering, the largest number of future projects are planned to be in the area of sport.*
- *More organisations are planning future projects than are involved in current or previous projects.*
- *Games-related activity related to culture and creative activities, student recruitment, employment, and skills is set to grow by between 22% and 27% in Games year.*
- *More FE organisations are involved in the top three areas of activity than HE institutions: more than double the proportion of FE organisations are involved in Games-related educational activity than HE institutions; and the proportion of FE organisations involved in sport projects is 30% higher than the proportion of HE institutions involved.*
- *Although cultural projects can be developed on a more local level through local partnerships, organisations within London expect to be more involved in culture and creative activities in the run up to the Games than those outside London.*
- *Across the board respondents expect greater benefits from their future Games-related activities than they have gained from their activities to date.*
- *Expectations for future projects related to increased sport participation rose by 10%, taking it from being the sixth ranked expected benefit from previous activity to being the highest ranked expected benefit from future activity.*

- *Other notable increased expectations for benefits from future projects are for improved student recruitment (up by 11%) and improved financial position (up by 10%)*.

LEGACY EXPECTATIONS

- *Increased sport participation is the most expected legacy, and this is undoubtedly linked to the increased number of sport-related projects and the increased sport participation such projects are expected to bring in Games year*.
- *Two-thirds of respondents expect to gain a legacy of increased sport participation from the Games, whilst more than half expect legacies of lasting partnerships, enhanced organisational profile and improved skills and employment opportunities*.
- *HE institutions had greater expectations for legacies in relation to international links (circa. 30% higher expectations) and improved facilities (circa. 20% higher) than the FE sector.*
- *The legacy expectations of senior managers are 10% higher than those of other staff.*
- *Legacy expectations have generally fallen since 2010, which is likely to be the result of a greater realism about what legacies are possible, or are likely to be realised, as the Games approaches*.
- *Only expectations for increased sport participation hold close to expectations in 2010*.
- *16% of respondents felt that their organisation would benefit financially from the Games being hosted in the UK. However, whilst 44% of respondents thought there would not be a financial benefit, there was a considerable amount of uncertainty, with 40% of respondents saying that they didn't know.*
- *Almost 30% of senior managers, a group that might have been expected to give more a more circumspect answer, believe there will be a financial legacy for their organisation. However, the proportion of senior managers answering "don't know" is significantly lower than any other group, suggesting that, rather than being more optimistic, senior managers feel able to be more certain either way about the prospects for a financial legacy*.
- *There is least certainty about the possibility of a financial benefit among organisations in London, but HE institutions are also less certain than FE colleges*.
- *A greater proportion of those outside London and those in FE feel that there will not be a financial benefit for their organisation from the hosting of the Games in London in 2012*.
- *There is a strong relationship between the extent to which organisations have been involved in Games-related projects and the expectation of a positive financial legacy for their organisation - the more projects stakeholders have been involved in, the more they perceive that there will be a financial legacy for their organisation.*

RECOMMENDATIONS FOR FURTHER AND HIGHER EDUCATION

1. *Games-related activity must be efficiently and effectively delivered both in the run up to and following the Games if expected legacies are to be realised.*
2. *There is still scope for the Higher Education sector to enhance activity around sport participation projects and other student-focused Games-related activity.*
3. *The Further and Higher Education sectors should consider how far there is potential to work more extensively with each other in delivering Games-related and Games-time activity.*

RECOMMENDATIONS FOR PODIUM

1. *As the Games approach, Podium's strategy should focus on rapid dissemination of information, and an efficient reactive service, to support the effective delivery of planned Games-related activity in the Further and Higher Education sectors.*
2. *Podium should consider whether there is a qualitatively different need for information and support among those organisations that have only recently engaged with Podium and the Games.*
3. *Podium should ensure that meaningful post-Games de-briefing opportunities are provided for stakeholders in Further and Higher Education to share experiences and understand lessons for future activities.*

1) OVERVIEW OF APPROACH & RESPONDENT PROFILES

Following similar research in 2010, Podium commissioned the Centre for Sport, Physical Education & Activity Research (SPEAR) at Canterbury Christ Church University to carry out research to capture the engagement of the Further and Higher Education sectors and related stakeholders with the past, current and future opportunities presented by the London 2012 Olympic and Paralympic Games during 2011.

The research comprised an online survey designed to capture quantitative and qualitative data, and two follow-up workshops. The survey was distributed by Podium to its contact list of 4,880 stakeholders, and 476[1] responses were received. This was an increase of over 50% in the number of respondents (315) to the 2010 survey (see figure 1.1). Furthermore, the vast majority of this increase was in respondents from the Further Education (+90%) and Higher Education (+55%) sectors, with the 382 responses from Further and Higher Education representing a 68% increase on the 239 responses in 2010.

Following the survey, two workshops were held: one with representatives of Higher Education, the other with representatives of Further Education. Each workshop included a mix of stakeholders from within and outside London.

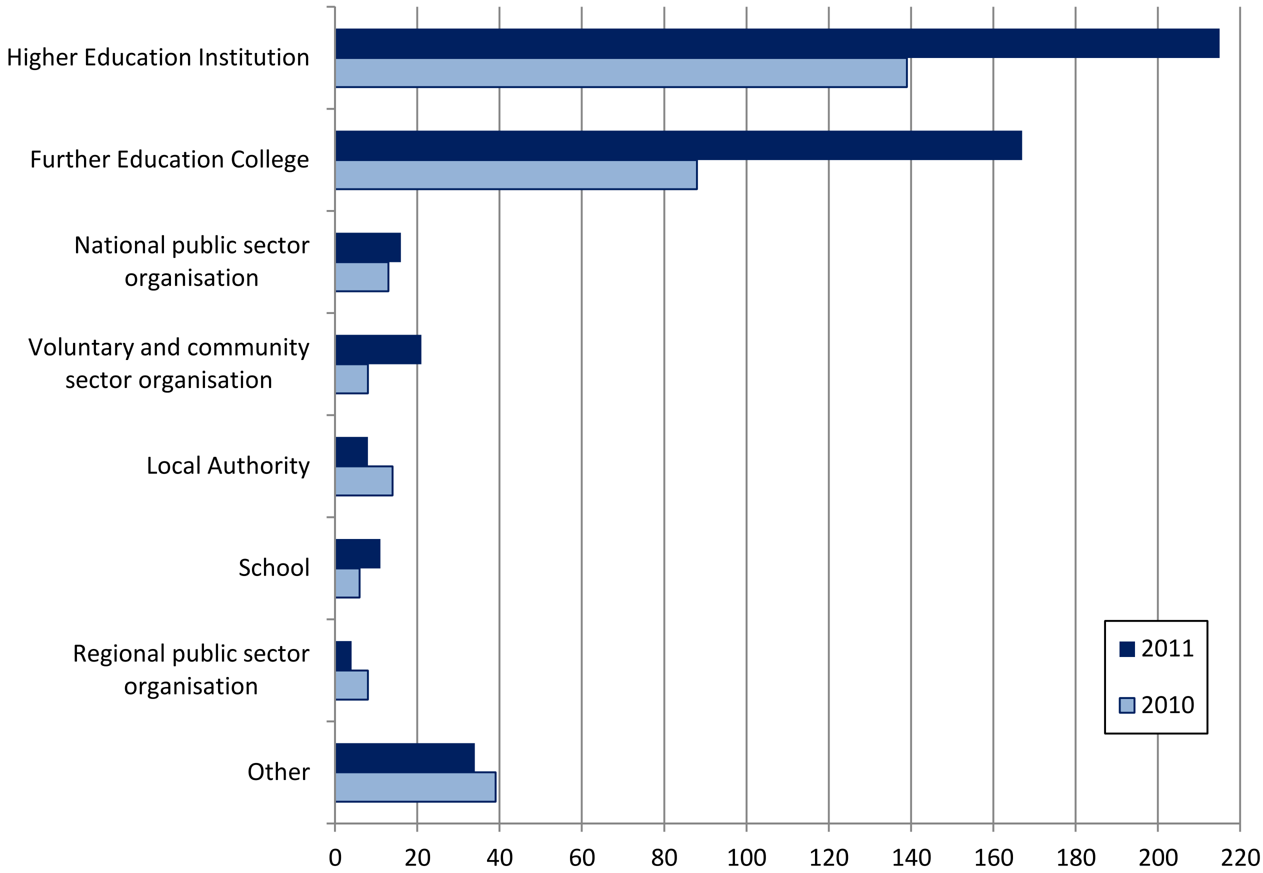

Figure 1.1) Numbers of Stakeholders Responding to the Survey in 2010 and 2011

[1] A sample size of 476 gives 95% confidence that the maximum error in generalising to the total population should be no more than +/-4.5%.

In the analysis of the survey data, comparisons were made on four dimensions: between the 2010 and 2011 results; between Further Education (44%) and Higher Education (56%); across current levels of engagement with London 2012 (using number of current projects as a proxy); by geographical distance from London (figure 1.2 illustrates the spread of responses across the UK). Throughout the report, where these comparisons reveal meaningful differences they are mentioned in the text or illustrated in the figures. If there are no meaningful differences, the overall data is presented.

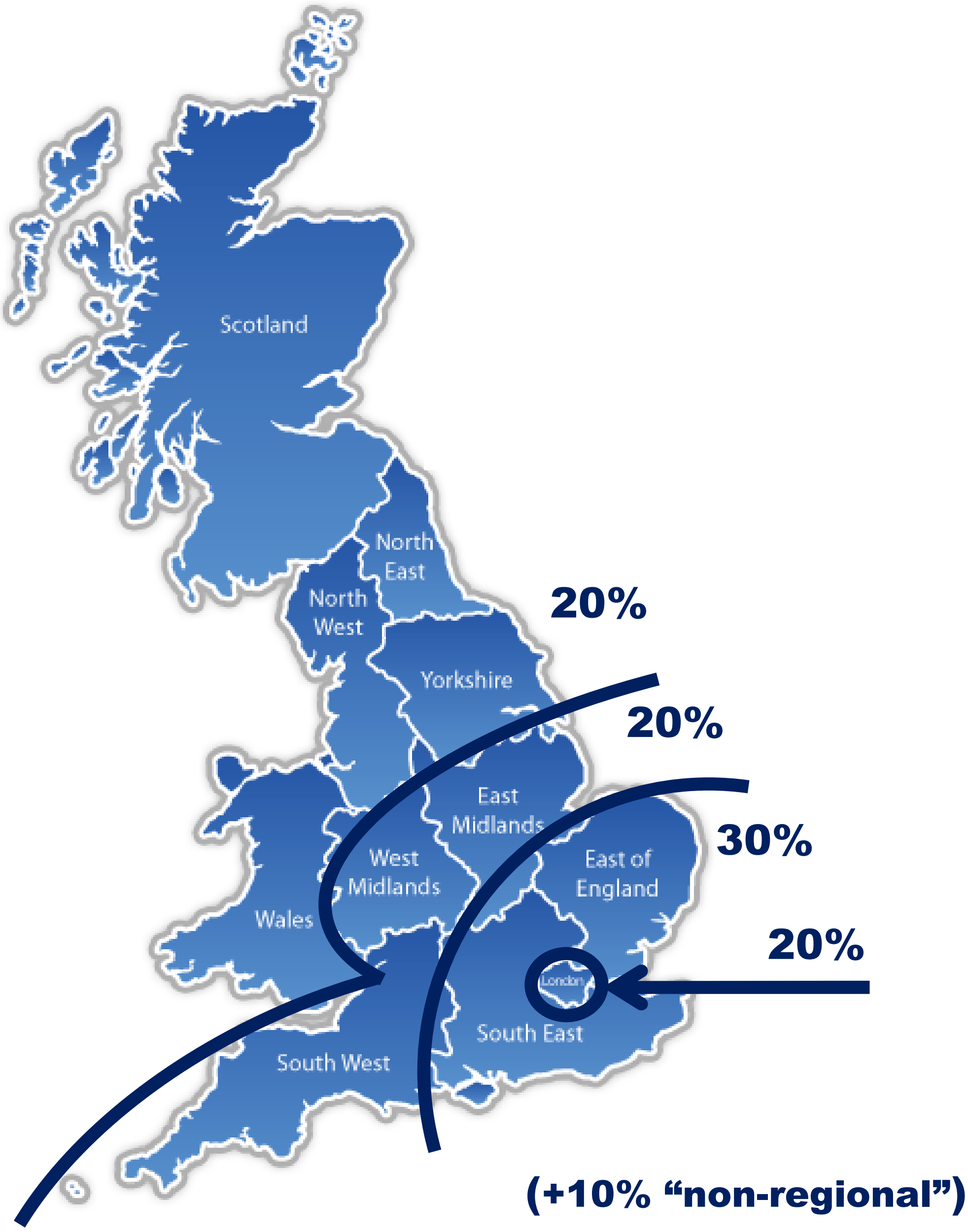

Figure 1.2) Distribution of Respondents across the UK

Interestingly, a comparison with responses in 2010 by region (see figure 1.3) shows the greatest increase in responses came from the South (South East and East of England regions) and the rest of the UK (Wales, Scotland, North East, North West and Yorkshire). While an increasing excitement in the South might account for the increased number of responses there, despite exploring a wide range of cross-tabulations and correlations, there is no obvious explanation for the increase in respondents in the regions comprising the rest of the

UK. In terms of job role, 60% of respondents said their role was not sport-focused, compared with 57% in 2010.

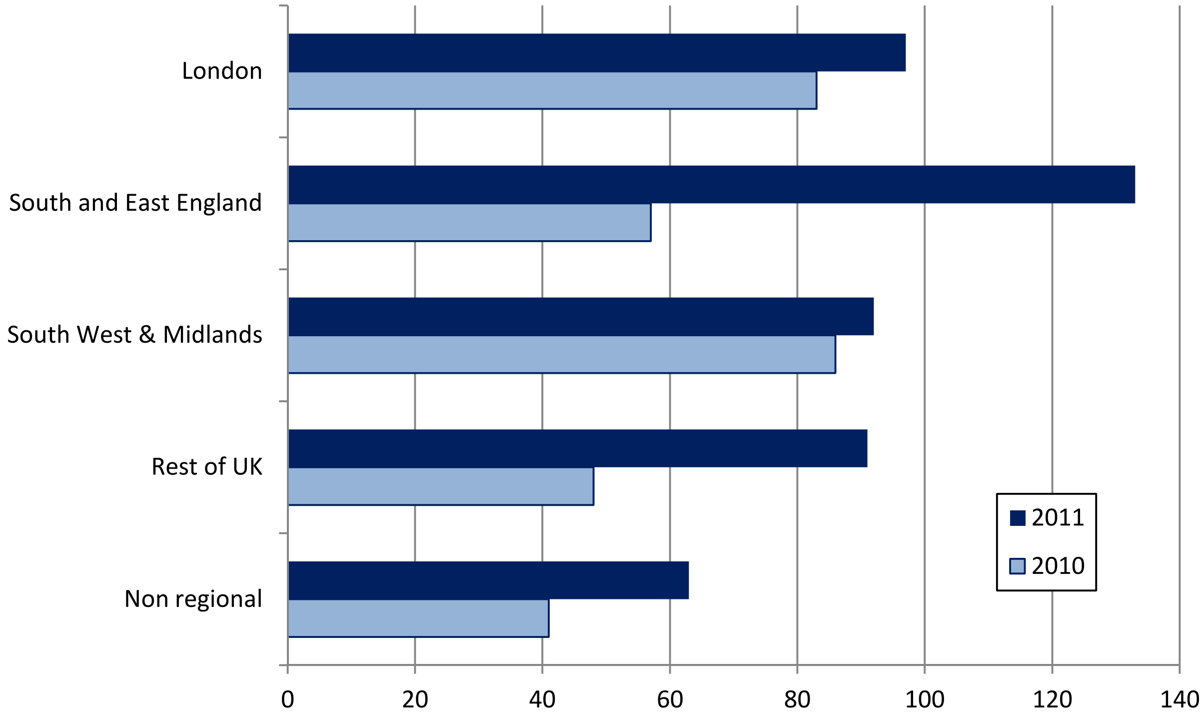

Figure 1.3) Numbers of Stakeholders Responding to the Survey in 2010 and 2011 by Region

The report presents key messages summarised at the start of each section (also summarised in the Headlines section on pages 2-4). The report is structured into four main sections: Engagement & Involvement, Opportunities & Barriers, Projects & Activities, and Legacy Expectations, with a further two recommendations sections, firstly for Further and Higher Education, and secondly for Podium.

2) ENGAGEMENT & INVOLVEMENT

HEADLINES

- ***92% of respondents from the Further and Higher Education sector (the same proportion as in 2010) said that they are or expect to be involved in Games-related projects, although 16% of the FE and HE sectors had not yet been involved in any projects.***
- ***The overall volume of Games-related projects has grown by 12% in the last year.***
- ***As the Games approach, more organisations are more involved in Games-related activity, with 60% now involved in multiple projects and plans in 2010 being translated into involvement in 2011.***
- ***Respondents have fewer future plans for further Games-related projects than they did a year ago because many of these projects are now underway.***
- ***There was a lull in new engagement in the previous academic year (2010-11), but a significant upsurge in engagement with both Podium and the Games as attention turned to the 2011-12 academic term.***
- ***Just over half of respondents (56%) have been aware of Podium for over a year, but over a third of respondents (35%) became aware of Podium in the previous 6 months (circa July-December 2011), a much higher proportion of newly engaged stakeholders than in 2010 (20%).***
- ***The Enewsletter has marginally overtaken Conferences and Events as the area of work Podium is most known for after its website.***

As Podium is the Further and Higher Education Unit for the 2012 Games, the level of engagement with Podium is a useful proxy for engagement with the Games in Further and Higher Education. Furthermore, comparing the point at which respondents first became aware of Podium is a useful indicator of when organisations and institutions began to engage with the Games (see figure 2.1).

Figure 2.1 shows that ***just over a half of respondents (56%) have been aware of Podium for over a year. However, more interestingly, over a third of respondents (35%) became aware of Podium in the previous 6 months (circa July-December 2011)***, whilst the proportion of respondents newly engaging with Podium in the first part of 2011 was much lower at just over 20%. In contrast, the rate of new engagement with Podium was much more even among respondents to the 2010 survey. These results suggest ***a lull in new engagement in the previous academic year (2010-11), but a significant upsurge in engagement with both Podium and the Games as attention turned to the 2011-12 academic term***. A slightly higher proportion of respondents from Higher Education (36%) than from Further Education (33%) had newly engaged with Podium since July 2011. This is a slightly surprising finding given that Further Education colleges tend to plan on a shorter two-year cycle than Higher Education institutions.

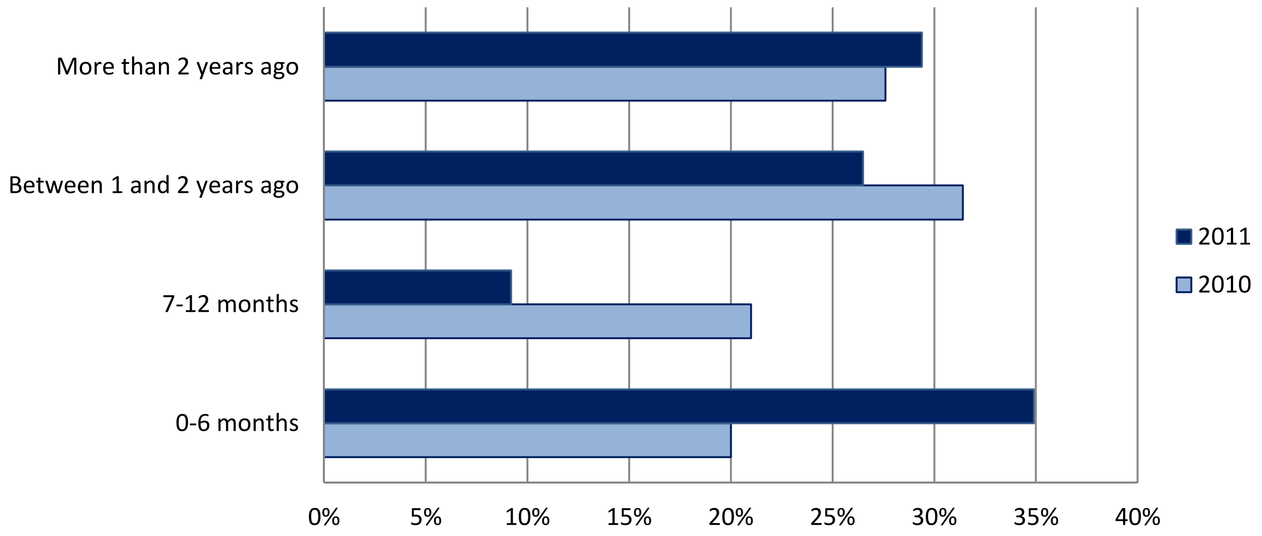

Figure 2.1) Length of Time Stakeholders have been Aware of Podium

Another marker of engagement is the extent to which respondents are aware of various elements of Podium's work. At first glance, this awareness appears to be disappointingly low compared to 2010 (see figure 2.2).

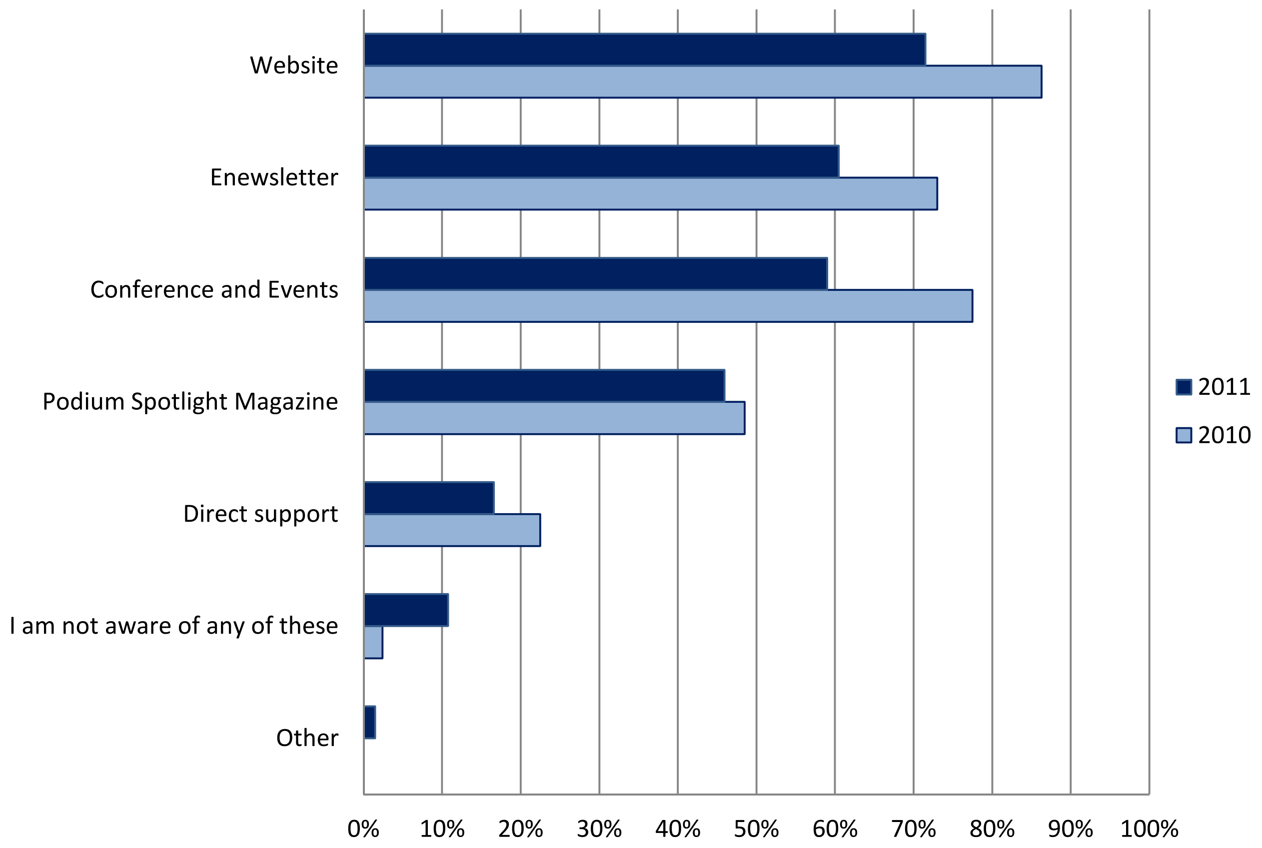

Figure 2.2) Awareness of Podium's work in 2010 and 2011

Figure 2.2 does show that in terms of ranking, ***the Enewsletter has marginally overtaken Conferences and Events as the area of work Podium is most known for after its website***. However, the number of respondents saying they are not aware of any areas of Podium's work has increased from 2% to 11%. But, there is an important explanation for this, and for the lower levels of awareness of all areas of Podium's work. As noted above, in the 2011 sample, over a third of respondents (35%) were new to Podium, whereas in 2010, only one fifth (20%) were new to Podium. If this is taken into account, a very different picture of current awareness is revealed (see figure 2.3).

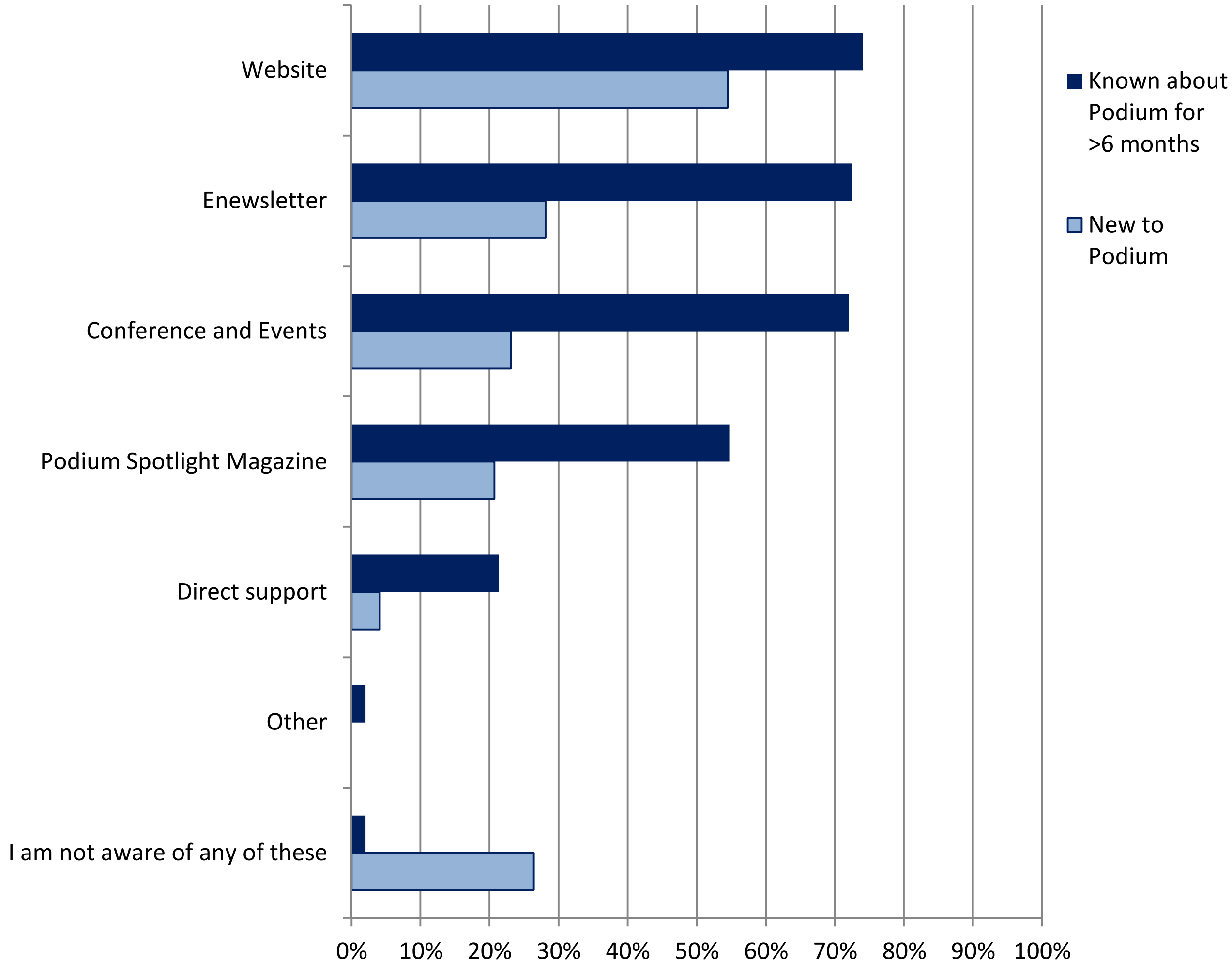

Figure 2.3) Awareness of Podium's Work in 2011 by Familiarity with Podium

Figure 2.3 shows that, ***although awareness of the various areas of Podium's work has fallen since 2010, a significant proportion of this change is accounted for by the greater proportion of respondents new to Podium in the 2011 survey*** as compared to 2010. In particular, virtually all of those not aware of any areas of Podium's work are those new to Podium.

Of course, engagement with Podium and awareness of the various aspects of its work can only be a proxy for engagement with Games-related activities. As such, the number of actual Games-related projects that respondents are, or plan to be, involved in is a more direct measure. Figure 2.4 shows how many current or previous projects respondents have been involved in to date.

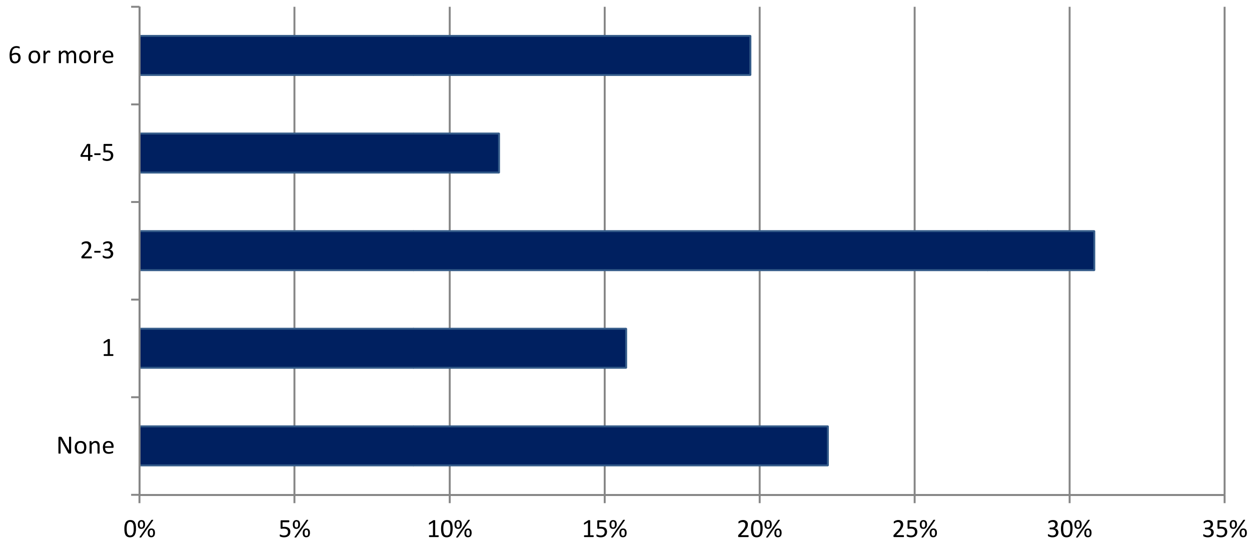

Figure 2.4) Number of Current and Previous Games-related Projects

The key change from 2010 here is that those involved in only one project has fallen from 23% to 16%, whilst those involved in two or three projects has increased from 24% to 31%. In addition, those respondents that have not been involved in any projects has fallen slightly from 25% to 22%. As such, it appears that many of those involved in one or no projects have increased their involvement to two or three projects. There are slight differences across sectors, with more FE organisations being moderately involved (2-3 projects) and a greater proportion of HE institutions being highly involved (6 or more projects). However, in general, ***more organisations are more involved, with 60% now involved in multiple projects, something that is reinforced further by figure 2.5, which shows how plans in 2010 have been translated into involvement in 2011***.

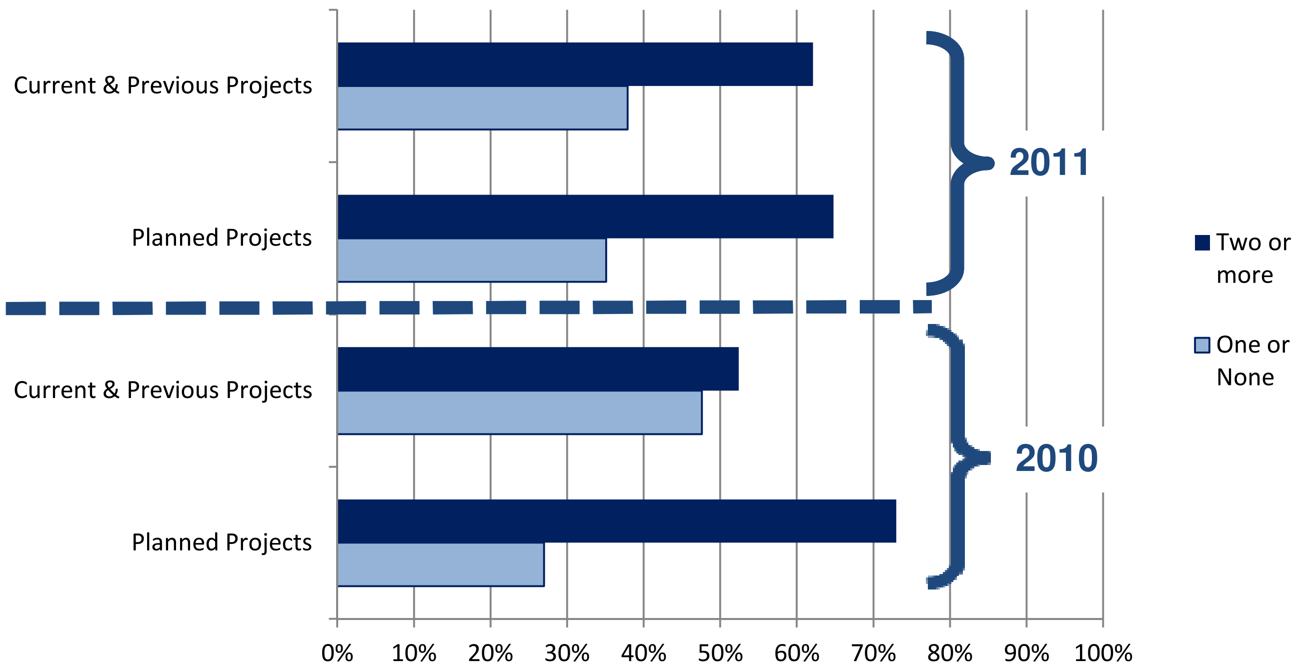

Figure 2.5) Actual and Planned Involvement in 2010 and 2011

Figure 2.5 shows that 73% of respondents in 2010 were planning to be involved in two or more projects, whilst only 52% were actually involved in two or more. In 2011 those actually involved in two or more projects has grown to 62%, suggesting that the plans respondents outlined in 2010 for future projects have begun to come to fruition during 2011. Further evidence for this view is that the number of respondents still planning to be involved in two or more projects in the future has fallen from 73% to 65%, whilst those planning to be involved in one or no further projects has grown from 27% in 2010 to 35% in 2011. Simply put, ***respondents have fewer future plans for further Games-related projects than they did a year ago because many of these projects are now underway***.

The overall volume of Games-related projects has grown by 12% in the last year, as the average number of current or previous projects per respondent has grown from 2.4 to 2.7 projects. ***92% of respondents from the Further and Higher Education sector (the same proportion as in 2010) said that they are or expect to be involved in Games-related projects.***

3) OPPORTUNITIES & BARRIERS

HEADLINES

- ***Over 90% of FE and HE respondents involved in Games-related activities have delivered such activities through partnerships.***
- ***Sport-related opportunities offered by London 2012 were rated most important to organisations, alongside specific opportunities related to disability sport, closely followed by volunteering opportunities, all of which were rated important by more than 90% of respondents.***
- ***There were clear increases in the perceived importance of cultural and creative, and of employment opportunities. There was a marginal fall in the rating for the importance of education-related opportunities.***
- ***There is an increase from 2010 in the number of organisations that are becoming involved (or deciding not to become involved) in Games-related projects according to their organisational strategic priorities, rather than seeking to develop Games-related projects because they simply feel they should "do something for the Olympics".***
- ***In 2011 there appeared to be greater agreement than in 2010 between those in different roles, and at different levels of organisational seniority, about where the most important Games-related opportunities lie.***
- ***There are clear qualitative and quantitative differences between FE and HE in terms of the partners they have worked with in Games-related projects: the FE sector works much more extensively with schools than does HE; the HE sector is far more successful in working with partners outside the sector than is the FE sector.***
- ***Over 35% of Further Education colleges have worked with other FE partners on Games-related activities, whilst almost 40% of Higher Education institutions have worked with other HE partners. However, only 15% of FE and HE respondents work in partnerships across the FE/HE divide.***
- ***Barriers tend to fade with involvement in Games-related projects. For example, barriers relating to access to, and knowledge and awareness of, opportunities were rated as significant obstacles, as was a lack of potential partner organisations, but they are significantly less important among those organisations that have become involved in Games-related projects.***
- ***As in 2010, the lowest ranked barrier is lack of interest, suggesting that there remains considerable interest in the FE and HE sectors in exploring the opportunities offered by the Games.***
- ***The highest ranked barrier, lack of time, remains a significant barrier to involvement regardless of whether respondents have already been involved in Games-related projects.***
- ***Senior Managers rated lack of time significantly lower as a barrier than other respondents, whilst Heads of Department and lecturing/teaching staff rated it higher.***

Although the previous section showed that 92% of Further and Higher Education respondents say they are, or expect to be, involved in Games related projects, ***16% had not yet been involved in any projects***. The barriers that both these respondents, and those that have already been involved in Games related projects, face are shown in figure 3.1.

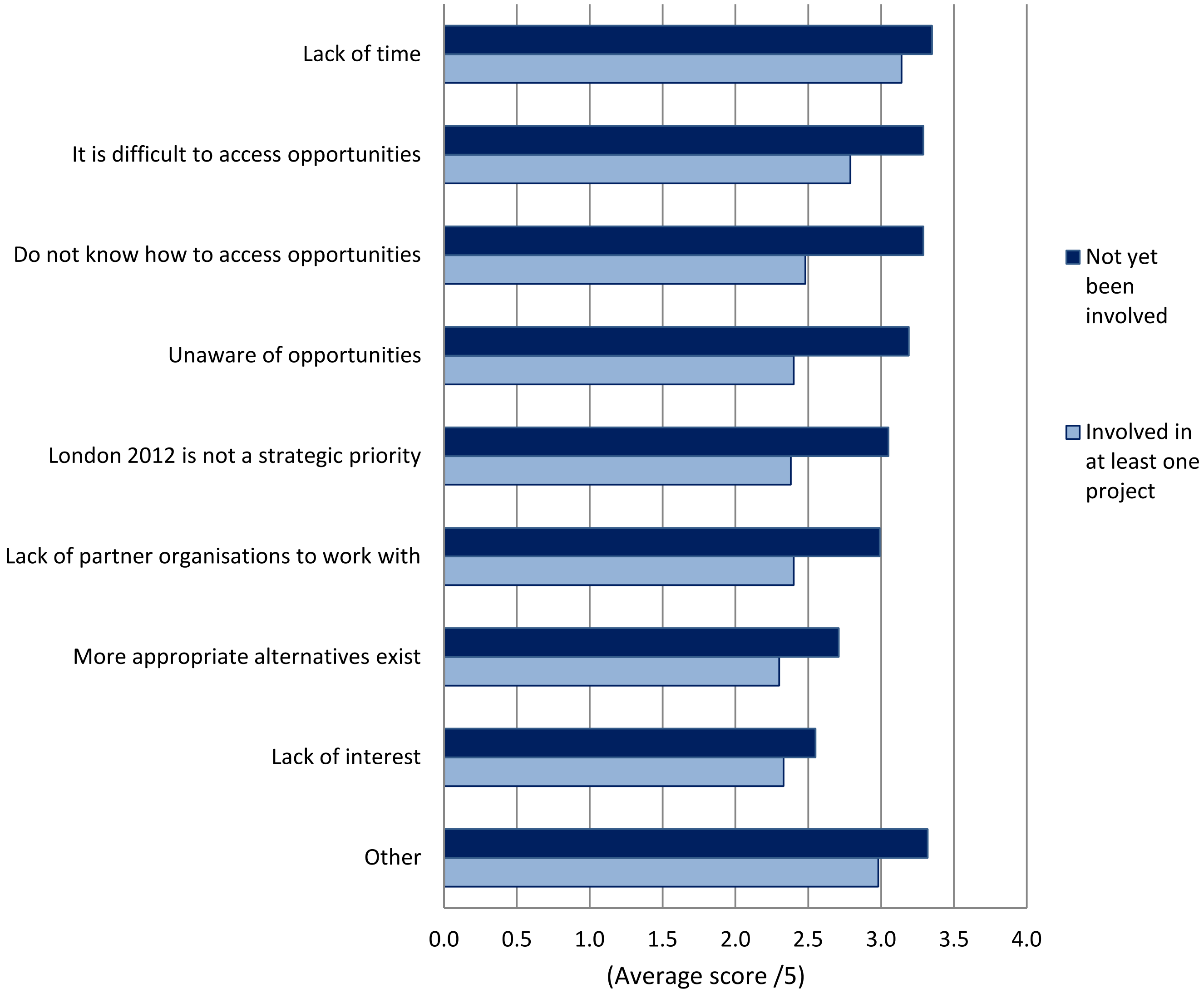

Figure 3.1) Barriers to Involvement in Games-related Projects.

Figure 3.1 shows that ***the highest ranked barrier, lack of time, remains a significant barrier to involvement regardless of whether respondents have already been involved in Games-related projects***, although ***Senior Managers rated this barrier significantly lower (2.8/5) than other respondents (3.5/5)***[2]***, with Heads of Department and lecturing/teaching staff ranking it higher*** (3.8/5). ***As in 2010, the lowest ranked barrier, lack of interest, is relatively unimportant both to those currently or previously involved, and to those not yet involved, suggesting that there remains considerable interest in the FE and HE sectors in exploring the opportunities offered by the Games***. The 'other' barriers category scores highly among all respondents, but an analysis of the qualitative responses and discussions in the workshops showed that such other barriers were wide-ranging, and often specific to particular organisational or local circumstances.

[2] Statistically significant difference ($p<0.05$)

In 2010, ***barriers relating to access to, and knowledge and awareness of, opportunities were rated as significant obstacles. While these barriers still rank highly, they are significantly less important among those organisations that have become involved in Games-related projects***[3]. This suggests that these barriers are not insurmountable, but also that, even in Games year, there may still be work to be done in increasing awareness of, and demonstrating how to access, Games-related opportunities. ***Overall, figure 3.1 shows that barriers tend to fade with involvement in Games-related projects***[4]***.***

Although ranked relatively low, ***a lack of partner organisations to work with was still rated as a significant barrier among those organisations that had not been involved in Games-related projects*** (3/5)[5], and was also ranked marginally more important among FE respondents (2.7/5) than among those from HE (2.4/5). The difference in partnership working between FE and HE respondents is illustrated in figure 3.2.

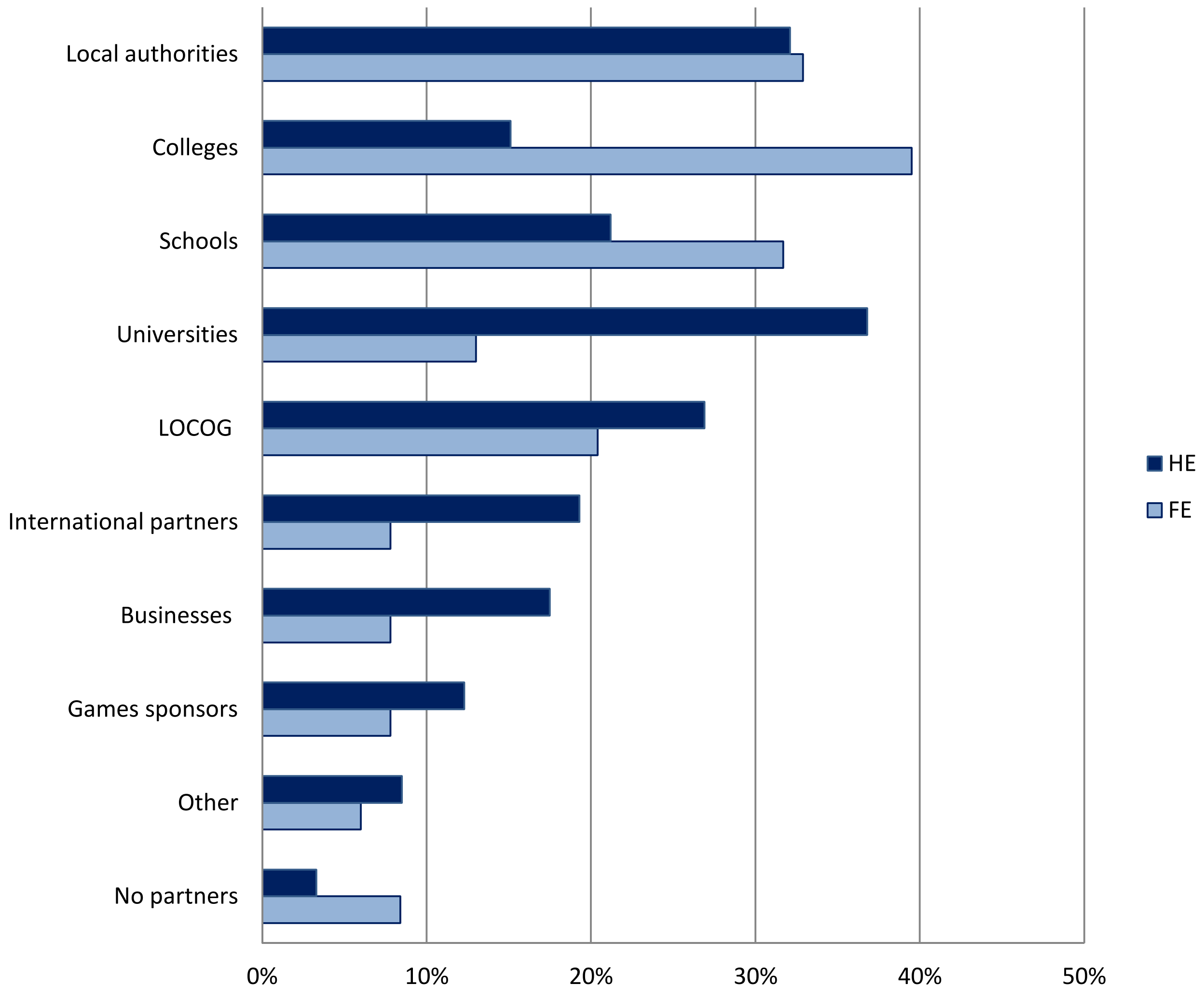

Figure 3.2) Partners for Games-related Projects in FE and HE

[3] Statistically significant difference ($p<0.01$)
[4] There is a statistically significant difference between the average ratings given to barriers by those involved and those not yet involved in Games-related activity ($p<0.001$)
[5] Statistically significant difference ($p<0.01$) compared with those organisations that have been involved in Games-related projects.

Figure 3.2 shows that ***over 90% of FE and HE respondents involved in Games-related activity have developed partnerships to deliver such activity***. It also shows that ***there are clear qualitative and quantitative differences between FE and HE in terms of the partners they have worked with in Games-related projects***. As might be expected, the ***FE sector works much more extensively with schools than does HE***. However, ***the HE sector is far more successful in working with partners outside the sector than is the FE sector***. This may be related to the geographical scale and scope of the work of the HE sector, which might be expected to work more extensively with international partners and Games sponsors, for example. The FE sector matches HE in terms of working with local authorities, but is disappointingly less successful at working with businesses. Participants in the workshops from the FE sector felt the Games had enhanced their involvement in local networks, particularly in relation to sport delivery, although such local engagement appeared to be a less important priority for HE stakeholders. A further key insight, illustrated in figure 3.2, but also specifically show in figure 3.3, relates to partnerships within and between the FE and HE sectors.

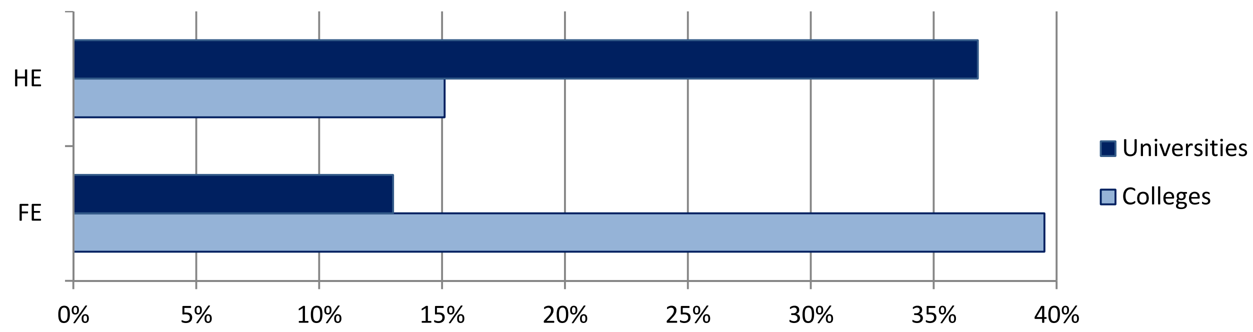

Figure 3.3) Games-related Partnerships between FE and HE

Figure 3.3 shows that ***over 35% of Further Education colleges have worked with other FE partners on Games-related activities, whilst almost 40% of Higher Education institutions have worked with other HE partners.*** Whilst these partnerships may not be unexpected, that as few as ***15% of FE and HE respondents work in partnerships across the FE/HE divide*** is perhaps a little disappointing.

Returning to figure 3.1, the fact that London 2012 is not a strategic priority for their organisation featured as a more important barrier among those that have not been involved in Games-related projects (3.1/5) than those who have been involved (2.4/5). This suggests that the strategic importance of London 2012 to organisations is becoming a factor in determining involvement in, or desire for involvement in, Games-related projects. There was less evidence of this in 2010, where many organisations felt they should “do something for the Games”, but didn’t really know what they should do, or in some cases weren’t always clear about why they would be doing it. Figure 3.4 illustrates the link between Games involvement and strategic priorities.

Figure 3.4 shows that, while over a quarter of organisations are involved in two-three projects, and between 10% and 15% of organisations are involved in one and in four-five projects, across the dataset, at the extremes of no projects and six or more projects there are clear differences according to the strategic importance of London 2012. Of those organisations that said London 2012 was not strategically important, and that this was a barrier, 38% are not involved in any Games-related projects, whilst only 9% are involved in six or more projects. Conversely, among those organisations that did not identify a lack of strategic importance being attached to London 2012 as a barrier, 28% were involved in six or more projects, whilst only 15% were not involved in any projects. This suggests ***an increase in the number of organisations that are becoming involved (or deciding not to become involved) in Games-related projects according to their organisational strategic priorities, rather than seeking to develop Games-related projects because they simply feel they should "do something for the Olympics".***

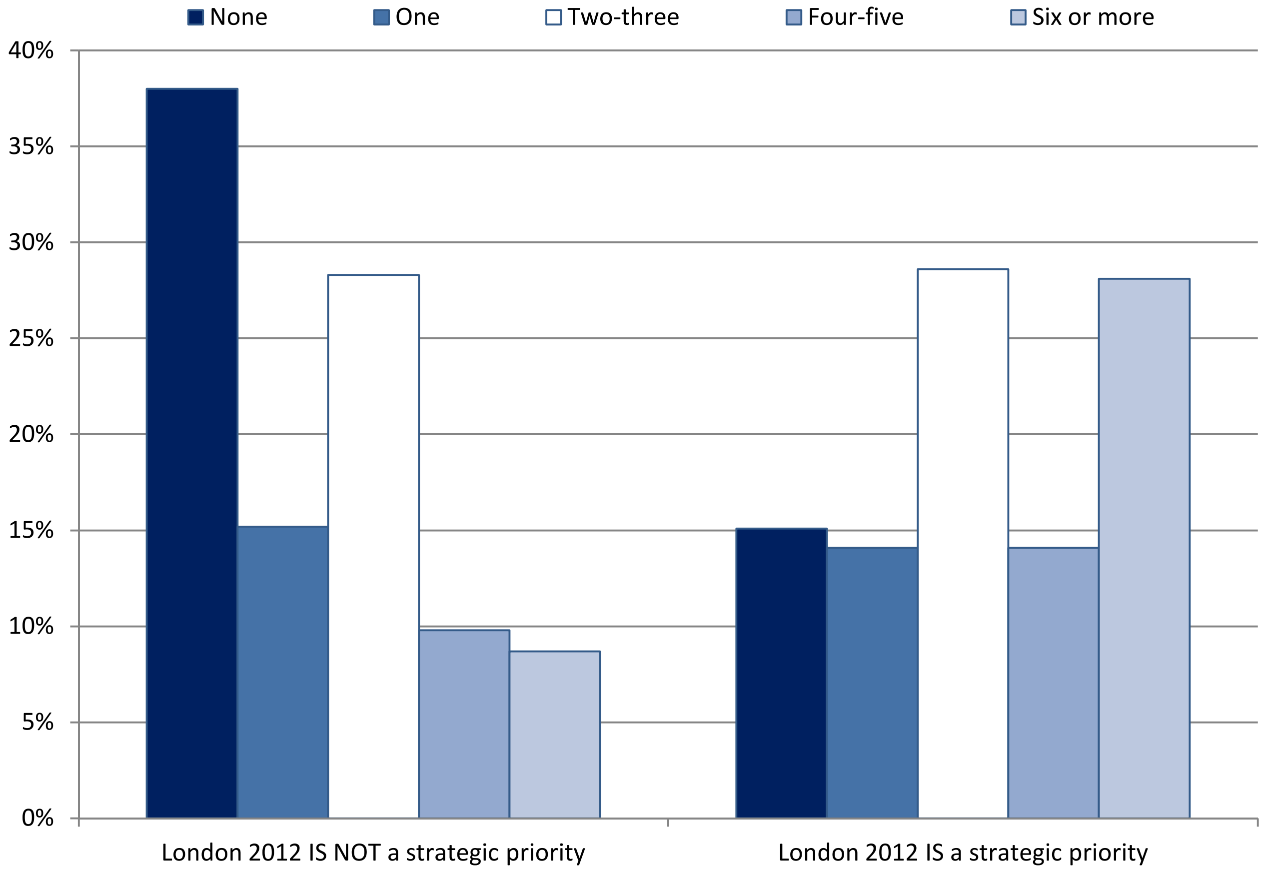

Figure 3.4) Number of Games-related Projects by Strategic Priority of London 2012

A determinant of the involvement of organisations in Games-related projects discussed in the previous section is likely to be which opportunities organisations consider important. Figure 3.5 shows that more than half of respondents felt that the Games offered important opportunities for their organisation in all of the areas that they were prompted about, with the exception of hosting conferences.

Unsurprisingly, ***sport-related opportunities were rated most important, alongside specific opportunities related to disability sport, closely followed by volunteering opportunities, all of which were rated important by more than 90% of respondents***. A comparison with 2010 shows a very marginal increase in the perception of the importance of opportunities offered by the Games. However, there were ***clear increases in the average ratings for the importance of sport (from 4.2/5 to 4.6/5), cultural and creative (from 3.9/5 to 4.2/5), and employment (from 3.9/5 to 4.2/5) opportunities***. In addition, there was ***a marginal fall in the rating for the importance of education-related opportunities*** (from 4.5/5 to 4.3/5).

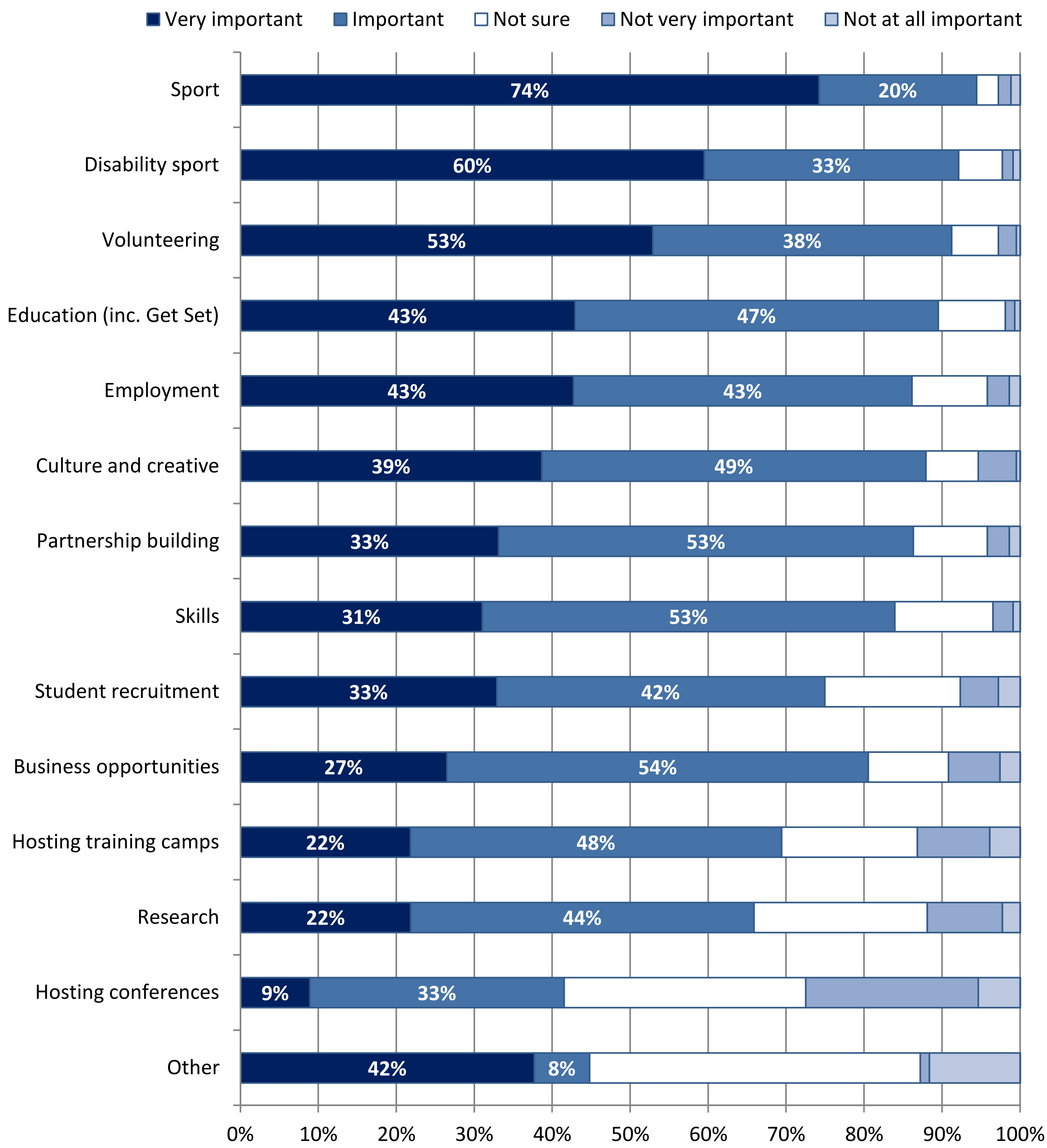

Figure 3.5) Perceived Importance of Opportunities Offered by London 2012

There were few differences in the perceptions of opportunities offered between the FE and HE sectors or by location, although discussions in the workshops suggested that HE stakeholders placed greater value on training camps than did those from FE, perhaps because the resources and facilities in the FE sector make training camps a less feasible option. There were also no meaningful differences in perceptions of opportunities according to seniority or job role. In the latter case, this represented a change from 2010, where those with sport-related roles were found, as might be expected, to value sport-related opportunities more than other respondents, but also to undervalue cultural and creative, business, and employment opportunities. In the 2011 survey, those in sport-related roles still valued sport opportunities more highly, but there were no significant differences in the value placed on business or employment opportunities between those in sport and non-sport roles, and only marginally greater value placed on cultural opportunities (average rating of 4.3/5) by those in non-sport roles compared to those in sport-focused roles (4.1/5). In short, ***in the 2011 survey there appeared to be greater agreement than in 2010 between those in different roles, and at different levels of organisational seniority, about where the main Games-related opportunities lie***.

4) PROJECTS & ACTIVITIES

HEADLINES

- ***While the most widespread projects to date have focused on volunteering, the largest number of future projects are planned to be in the area of sport.***
- ***More organisations are planning future projects than are involved in current or previous projects*.**
- ***Games-related activity related to culture and creative activities, student recruitment, employment, and skills is set to grow by between 22% and 27% in Games year*.**
- ***More FE organisations are involved in the top three areas of activity than HE institutions: more than double the proportion of FE organisations are involved in Games-related educational activity than HE institutions; and the proportion of FE organisations involved in sport projects is 30% higher than the proportion of HE institutions involved*.**
- ***Although cultural projects can be developed on a more local level through local partnerships, organisations within London expect to be more involved in culture and creative activities in the run up to the Games than those outside London.***
- ***Across the board respondents expect greater benefits from their future Games-related activities than they have gained from their activities to date*.**
- ***Expectations for future projects related to increased sport participation rose by 10%, taking it from being the sixth ranked expected benefit from previous activity to being the highest ranked expected benefit from future activity*.**
- ***Other notable increased expectations for benefits from future projects are for improved student recruitment (up by 11%) and improved financial position (up by 10%)*.**

While the previous section explored the volume of involvement in Games-related projects, and discussed barriers to such involvement and the opportunities that involvement is perceived to bring, this section explores the different substantive areas in which projects and activities have been focused. Figure 4.1 compares the areas in which respondents current and previous activities have taken place, and the areas planned for future activities.

While the most widespread projects to date have focused on volunteering, the largest number of future projects are planned to be in the area of sport, something that might be expected as the Games approaches. However, a number of qualitative survey responses did refer to a desire to be more involved in volunteering, or to a feeling that their organisation had missed out on the major national volunteering programmes, in some cases because the timing of volunteering opportunities wasn't suited to their students. In most cases, ***more organisations are planning future projects in the areas listed than are involved in current or previous projects***. In particular, in addition to the growth in sport projects, ***Games-related activity related to culture and creative activities, student recruitment, employment, and skills is set to grow by between 22% and 27% in Games year***.

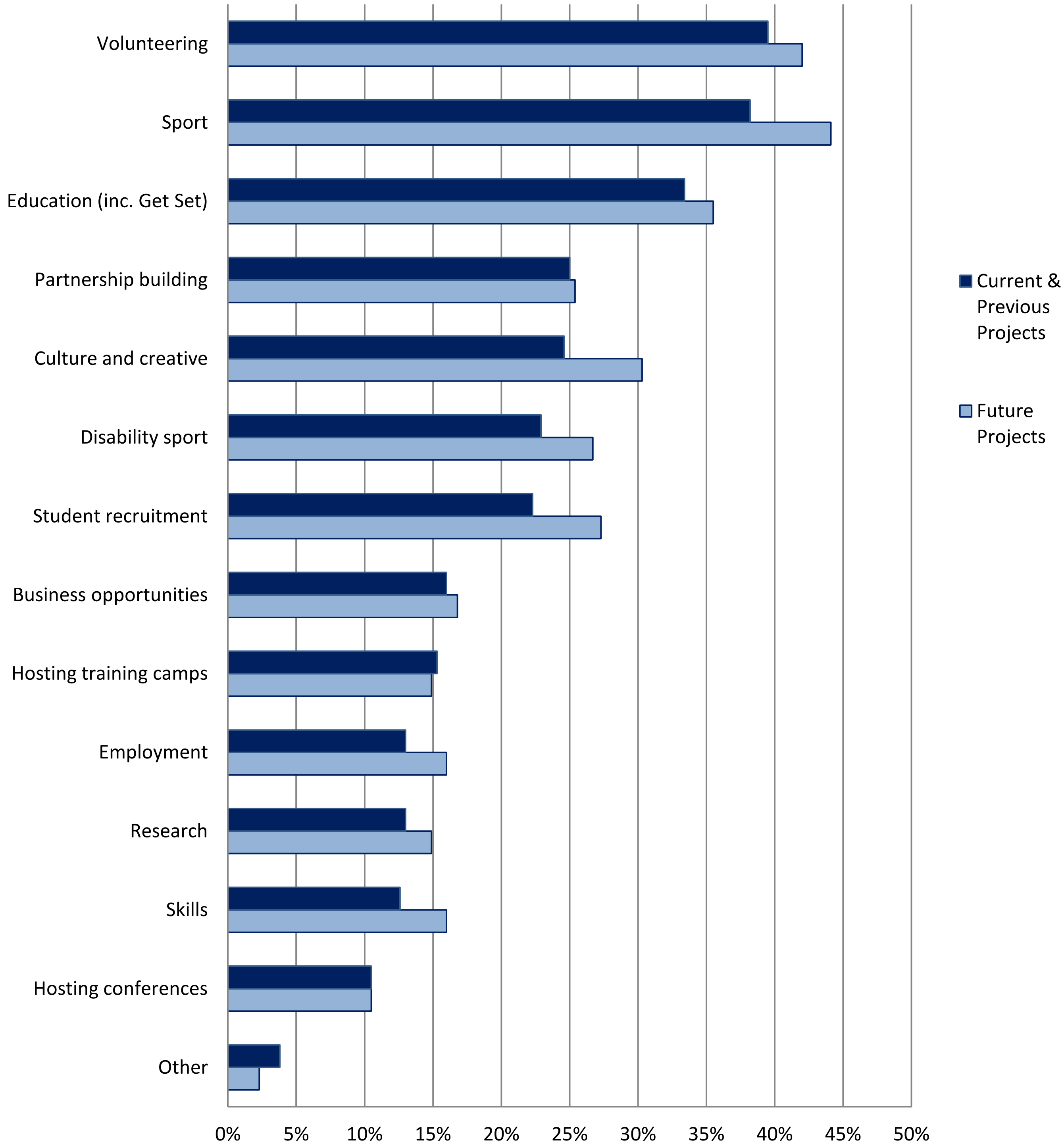

Figure 4.1) Areas of Current & Previous Projects and of Future Projects

The only geographical difference in involvement is that ***respondents within London expect to be more involved in culture and creative activities in the run up to the Games (51%) than those outside London (37%)***, something that is perhaps a little disappointing given the efforts that have been made to take the Torch Relay to within 10 miles of 90% of the UK population. However, workshop participants did comment that they felt they might have had more input into, or at least received more information about, plans for the Torch Relay.

There are interesting differences across the FE and HE sectors in involvement in different areas of activity. Figure 4.2 shows that ***more FE organisations are involved in the top three areas of activity than HE institutions***. Clearly, the Get Set programme, which specifically involves the FE sector is important in accounting for ***more than double the proportion of FE organisations (52%) being involved in Games-related educational activity than HE institutions*** (23%). Furthermore, FE stakeholders in the workshops felt that opportunities to become locally involved in national initiatives like Get Set and Bridging the Gap had been a really important part of their engagement with the Games. However, perhaps more surprising than the difference between FE and HE involvement in education programmes is that ***the proportion of FE organisations (47%) involved in sport projects is 30% higher than the proportion of HE institutions (36%) involved***. Given the £10m investment by Sport England in the Active Universities programme, the figure for HE institutions is also perhaps a little disappointing.

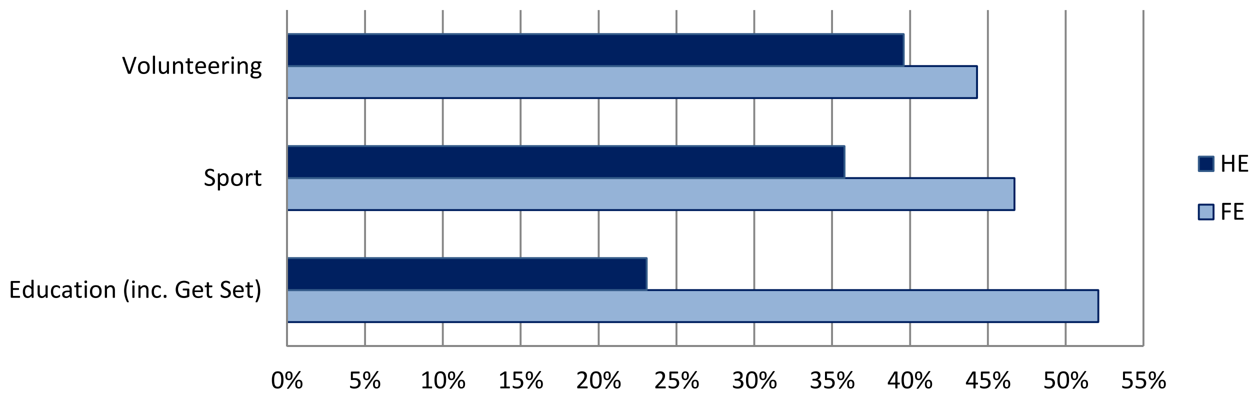

Figure 4.2) FE & HE Involvement in Volunteering, Sport & Education Projects

The 2010 research suggested that the FE sector was planning to more than double its involvement in culture and creative projects in 2011 and 2012, whilst the HE sector was more circumspect. Involvement and planned involvement in culture and creative activities in FE and HE is shown in figure 4.3.

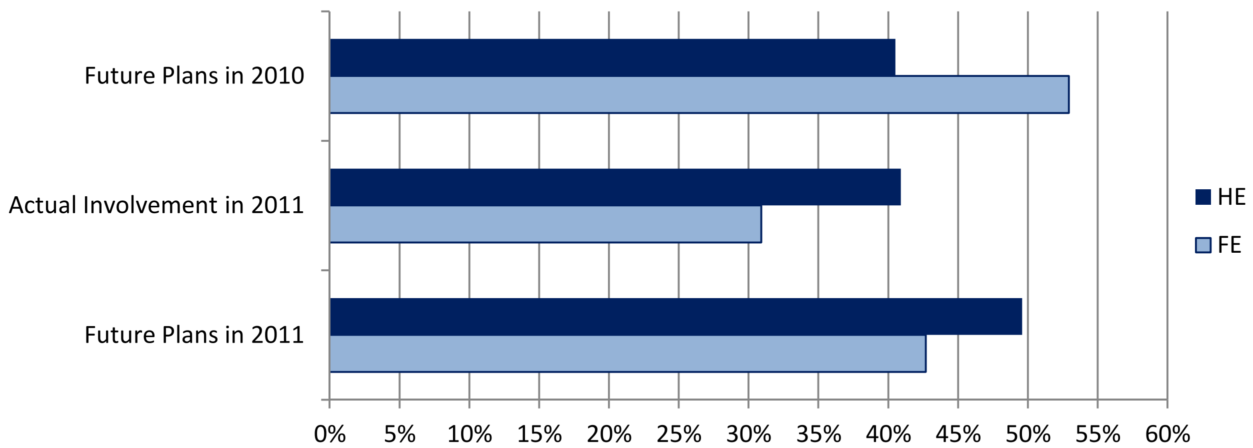

Figure 4.3) FE & HE Involvement and Plans for Culture and Creative Projects

Figure 4.3 shows that the plans that the FE sector had for involvement in culture and creative activities in 2010 did not materialise in 2011. Conversely, in 2010 40% of HE stakeholders planned to become involved in further culture and creative activities, and this level of involvement was realised in 2011. The FE sector remains optimistic about increasing its culture and creative activities in 2012, with an additional 12% of the sector planning to become involved in Games year. Notwithstanding the unmet expectations for culture and creative activity in 2011, enthusiasm for these activities in FE is well placed because, ***cultural projects can be developed on a more local level through local partnerships***, although as noted earlier, there is less enthusiasm for culture and creative activity in Games year outside London.

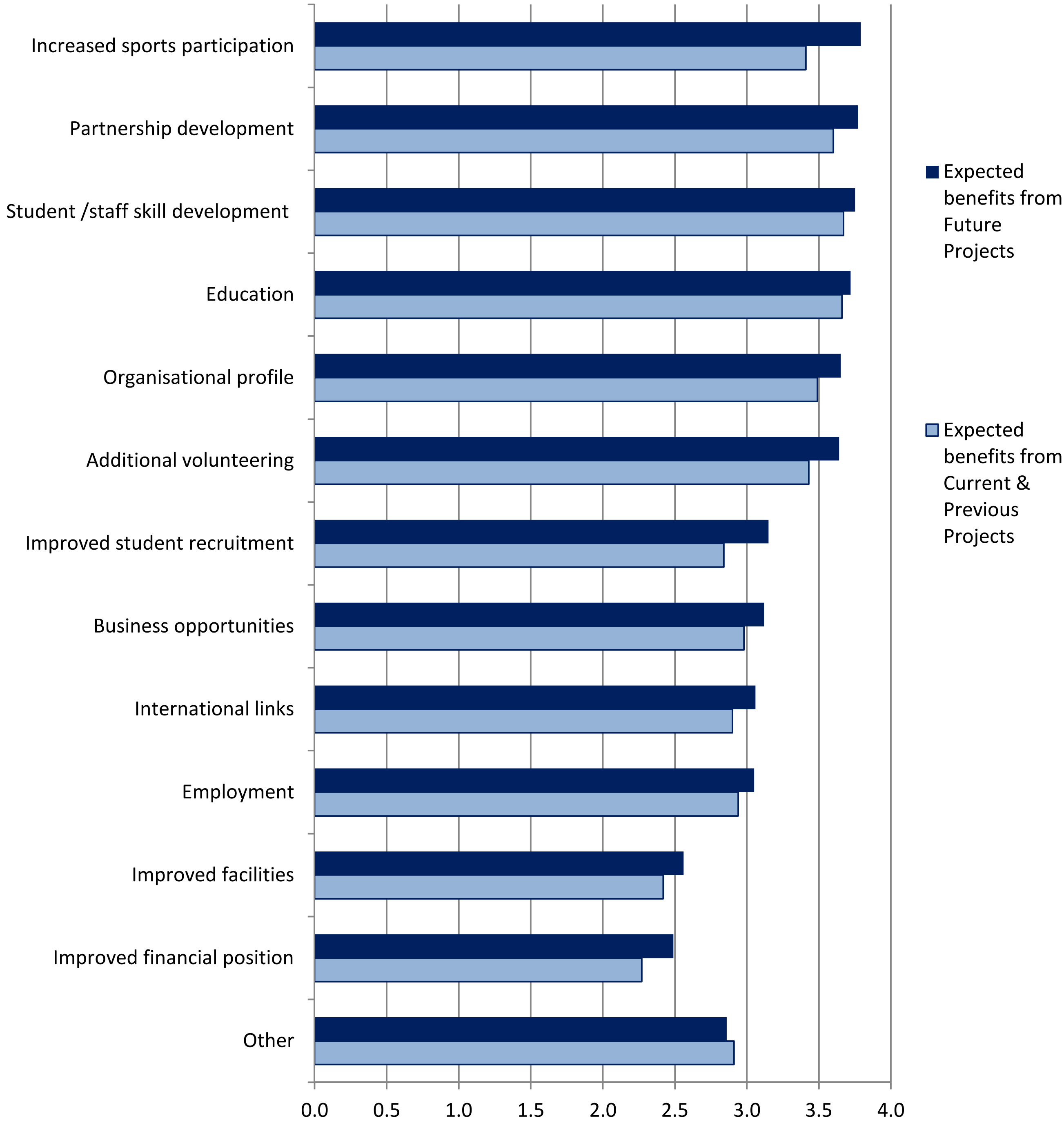

Figure 4.4) Average Ratings for Benefits Expected from Current & Previous Projects and from Future Projects

While the previous section discussed what opportunities presented by London 2012 were most important to their organisation, figure 4.4 shows the average ratings out of five for the specific benefits respondents expected their organisation to get, both from current and previous projects, and from future projects. ***Across the board respondents expected greater benefits from their future Games-related activities than they had gained from their activities to date***, and whilst the differences are small (circa. 5% on average), they are significant[6]. ***Expectations for increased sport participation rising by 10%[7], taking it from being the sixth ranked expected benefit from previous activity to being the highest ranked expected benefit from future activity***. Again, this is something that might be expected in Games year, but rising expectations for increased sport participation are also likely to be a function of the expected growth in sport related projects shown in figure 4.1. Other notable ***increased expectations for benefits from future projects are for improved student recruitment (up by 11%) and improved financial position (up by 10%)[8]***. In each of these cases, it is likely that the proximity of the Games is driving increased expectations (see section 5 for more on financial benefits and legacies).

[6] Statistically significant difference ($p<0.001$)
[7] Statistically significant difference ($p<0.001$)
[8] Statistically significant differences ($p<0.001$)

5) LEGACY EXPECTATIONS

HEADLINES

- ***Increased sport participation is the most expected legacy, and this is undoubtedly linked to the increased number of sport-related projects and the increased sport participation such projects are expected to bring in Games year***.
- ***Two-thirds of respondents expect to gain a legacy of increased sport participation from the Games, whilst more than half expect legacies of lasting partnerships, enhanced organisational profile and improved skills and employment opportunities***.
- ***HE institutions had greater expectations for legacies in relation to international links (circa. 30% higher expectations) and improved facilities (circa. 20% higher) than the FE sector.***
- ***The legacy expectations of senior managers are 10% higher than those of other staff.***
- ***Legacy expectations have generally fallen since 2010, which is likely to be the result of a greater realism about what legacies are possible, or are likely to be realised, as the Games approaches***.
- ***Only expectations for increased sport participation hold close to expectations in 2010***.
- ***16% of respondents felt that their organisation would benefit financially from the Games being hosted in the UK. However, whilst 44% of respondents thought there would not be a financial benefit, there was a considerable amount of uncertainty, with 40% of respondents saying that they didn't know.***
- ***Almost 30% of senior managers, a group that might have been expected to give more a more circumspect answer, believe there will be a financial legacy for their organisation. However, the proportion of senior managers answering "don't know" is significantly lower than any other group, suggesting that, rather than being more optimistic, senior managers feel able to be more certain either way about the prospects for a financial legacy***.
- ***There is least certainty about the possibility of a financial benefit among organisations in London, but HE institutions are also less certain than FE colleges***.
- ***A greater proportion of those outside London and those in FE feel that there will not be a financial benefit for their organisation from the hosting of the Games in London in 2012***.
- ***There is a strong relationship between the extent to which organisations have been involved in Games-related projects and the expectation of a positive financial legacy for their organisation** - **the more projects stakeholders have been involved in, the more they perceive that there will be a financial legacy for their organisation.***

In addition to being asked about which opportunities presented by London 2012 are the most important to their organisation (see section 3) and what specific benefits are expected from projects and activities (see section 4), respondents were also asked to rate the extent to which they expected their organisation to gain more general legacy benefits (see figure 5.1).

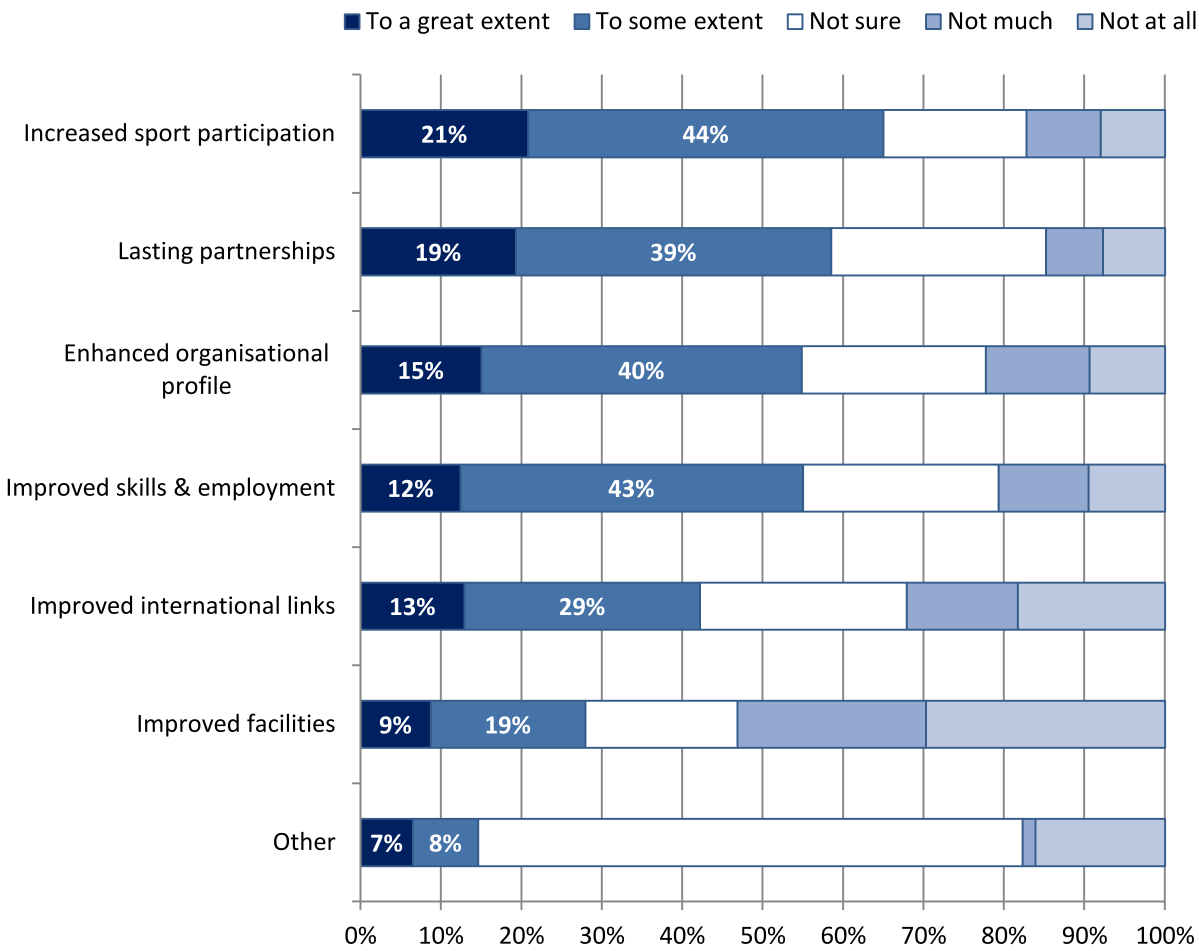

Figure 5.1) Extent of Legacy Expected by Stakeholders

Figure 5.1 shows that ***increased sport participation is the most expected legacy, and this is undoubtedly linked to the increased number of sport-related projects and the increased sport participation they are expected to bring in Games year*** discussed in section 3. ***Two-thirds of respondents expect to gain a legacy of increased sport participation from the Games, whilst more than half expect legacies of lasting partnerships, enhanced organisational profile and improved skills and employment opportunities***. However, as figure 5.2 shows, there have been some changes in legacy expectations since 2010.

While there remains a general expectation that there will be positive legacies, figure 5.2 shows that average ratings for ***legacy expectations in the areas listed have fallen since 2010, which is likely to be the result of a greater realism about what legacies are possible, or are likely to be realised, as the Games approaches***. Across the board, legacy expectations have fallen by an average of 10%[9], with ***only expectations for increased sport participation (2% fall) holding close to expectations in 2010***. However, interestingly, ***the legacy expectations of senior managers, who give average ratings of 3.2/5 across all listed areas, are 10% higher than those of other staff***, who gave average ratings of 2.9/5.

[9] Statistically significant difference (p>0.01)

There were no meaningful differences in legacy expectations by location, but ***HE institutions had greater expectations for legacies in relation to international links (circa. 30% higher expectations) and improved facilities (circa. 20% higher) than the FE sector***.

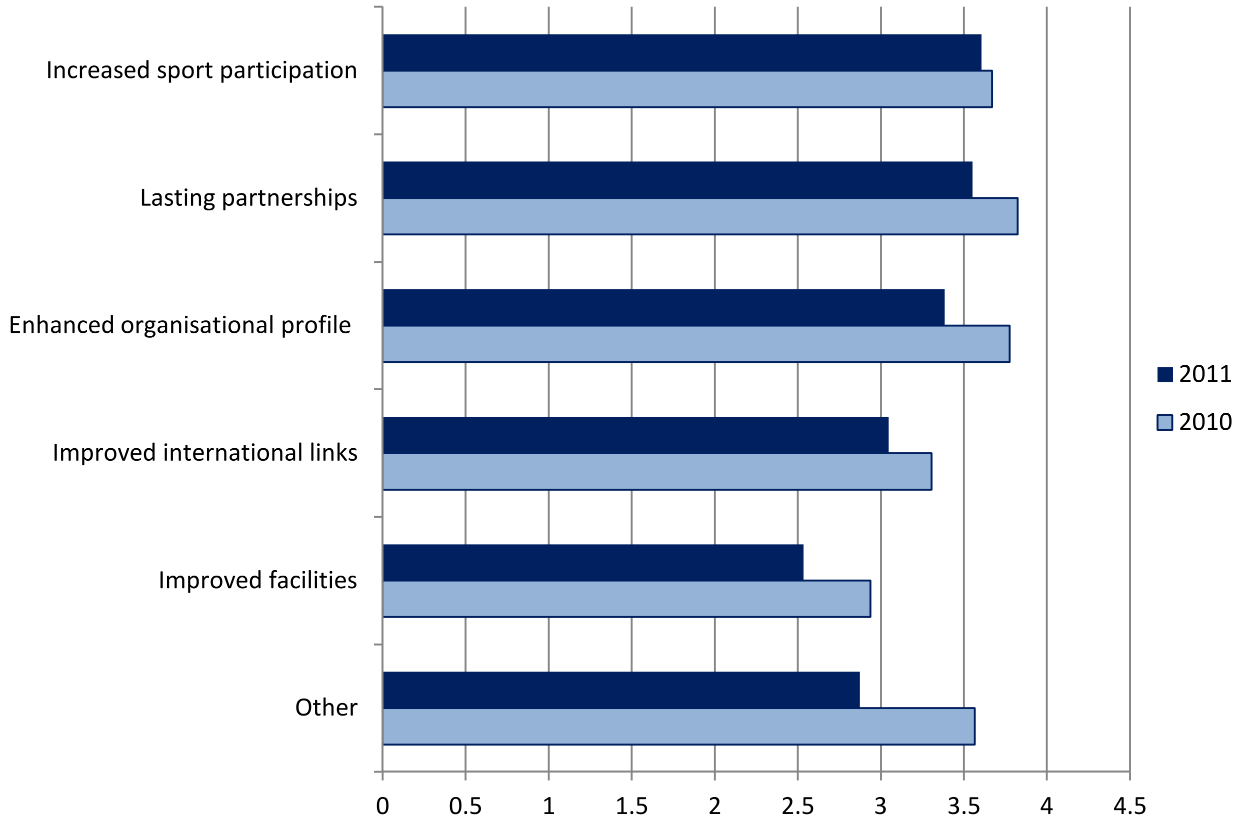

Figure 5.2) Average Ratings for Legacy Expectations in 2010 and 2011

Among all stakeholders involved in the workshops, there was a clear appetite for opportunities for post-Games de-briefing to share experiences, successes and to understand lessons for future activities. However, stakeholders noted that any de-briefing events should provide opportunities for genuine discussion and learning between stakeholders, rather than simply being information dissemination events.

Respondents were also asked about how far they expected that their organisation would gain a net financial benefit as a result of the 2012 Games being hosted in the UK (see figure 5.3). Qualitative responses suggested that respondents interpreted this question broadly, referring to both specific income from training camps, but also to broader long-term legacies that would be financially beneficial, such as enhanced profile leading to greater student recruitment. In addition, some respondents noted that financial benefit was not a priority from Games-related activity for their organisation.

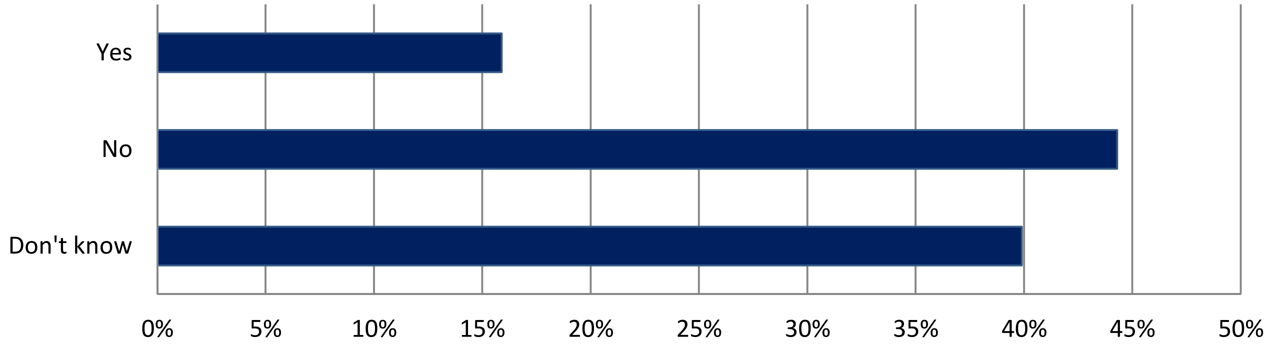

Figure 5.3) Expectations of an Organisational Financial Legacy London 2012

Figure 5.3 shows that ***16% of respondents felt that their organisation would benefit financially. However, whilst 44% of respondents thought there would not be a financial benefit, there was a considerable amount of uncertainty, with 40% of respondents saying that they didn't know***. Furthermore, there was a great deal of variation in answers given according to sector, organisational role, and seniority within the institution (see figure 5.4)

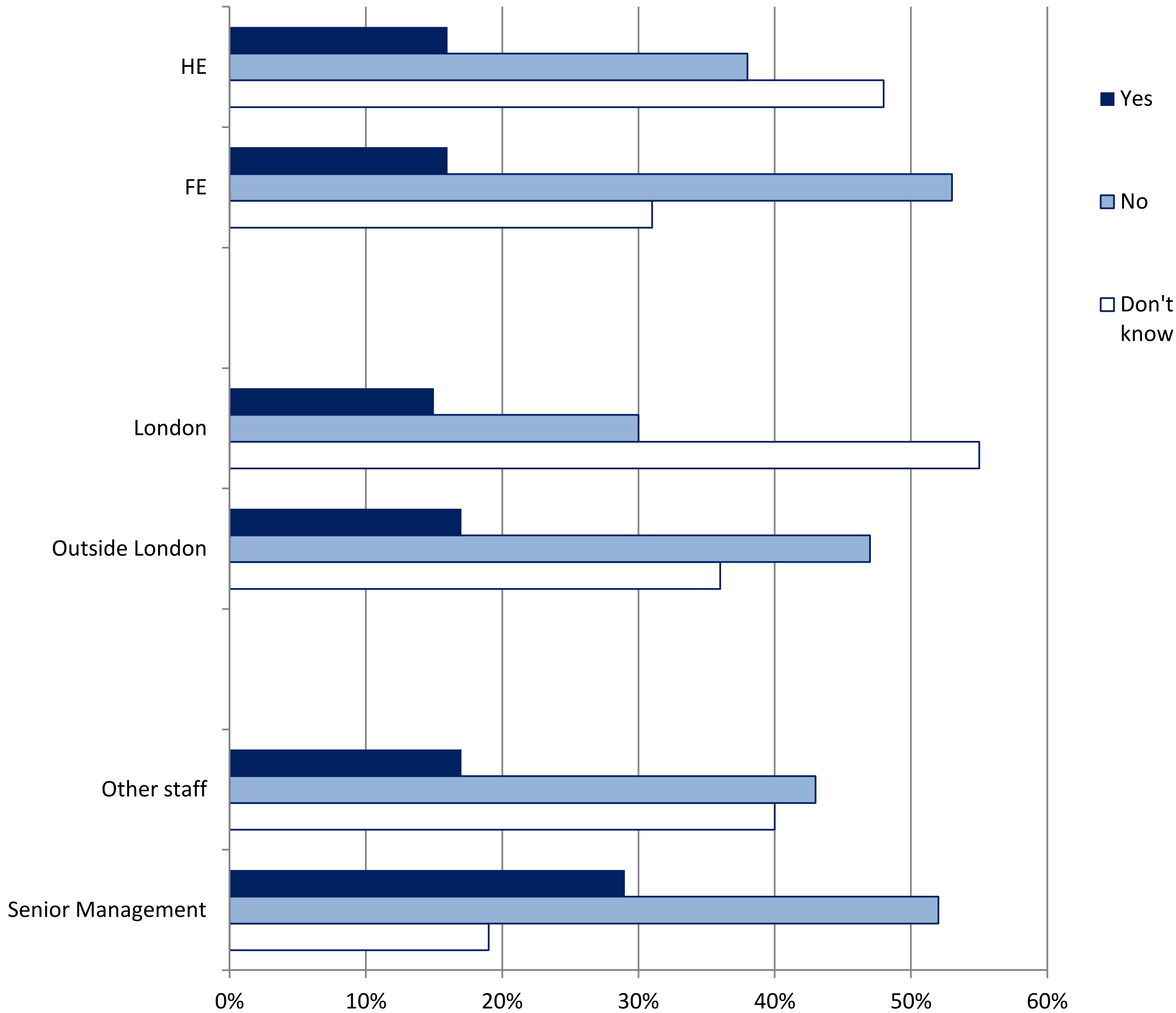

Figure 5.4) Expectations of Various Stakeholders of an Organisational Financial Legacy London 2012

Figure 5.4 shows that, with the exception of senior managers, the percentage of respondents that expect their organisation to gain a net financial benefit as a result of the London Games holds steady at between 15% and 17%. Interestingly, and perhaps somewhat surprisingly, ***this proportion almost doubles to almost 30% among senior managers, a group that might have been expected to give more a more circumspect answer***. However, the proportion of senior managers answering "don't know" is significantly lower than any other group, suggesting that, ***rather than being more optimistic, this group feels able to be more certain about the prospects for a financial legacy***.

There is least certainty about the possibility of a financial benefit among organisations in London, but HE institutions are also less certain than FE colleges. Certainly, ***a greater proportion of those outside London (47%) and those in FE (53%) feel that there will not be a financial benefit for their organisation from the hosting of the Games in London in 2012***.

Finally, there is ***a strong relationship between the extent to which organisations have been involved in Games-related projects and the expectation of a positive financial legacy for their organisation***. That is, ***the more projects that stakeholders have been involved in, the more they perceive that there will be a financial legacy for their organisation***[10].

[10] Within subjects correlation ($p<0.001$) between number of projects, whether there will be a net financial benefit, and the rating given for improved financial position as a benefit of specific projects.

6) RECOMMENDATIONS FOR FURTHER AND HIGHER EDUCATION

HEADLINES

1. ***Games-related activity must be efficiently and effectively delivered both in the run up to and following the Games if expected legacies are to be realised.***
2. ***There is still scope for the Higher Education sector to enhance activity around sport participation projects and other student-focused Games-related activity.***
3. ***The Further and Higher Education sectors should consider how far there is potential to work more extensively with each other in delivering Games-related and Games-time activity.***

With only three months to go until the commencement of the Olympic Games, there is little room for recommendations that suggest major changes or developments for the work of Further and Higher Education in the run up to the Games. Furthermore, detailed recommendations relating to the translation of Games-related activities into long-term legacies will be a key part of the outcome of immediate post-Games research in the Further and Higher Education sectors that has been commissioned from SPEAR by Podium. Consequently, the three broad recommendations presented here relate to specific activity up to and throughout the Games that might enhance Games-related outcomes.

1. ***Games-related activity must be efficiently and effectively delivered both in the run up to and following the Games if expected legacies are to be realised.***
   Expected benefits from projects in Games year and beyond outstrip benefits expected from Games-related activity already delivered. However, there is considerable uncertainty about the extent to which the Games will deliver a financial legacy, with almost 50% of HE stakeholders and more than 50% of London-based respondents, being unsure of whether a financial legacy will be delivered for their organisation. This suggests that both in terms of specific benefits, and in terms of a general financial legacy, it is all to play for in Olympic and Paralympic year.

2. ***There is still scope for the Higher Education sector to enhance activity around sport participation projects and other student-focused Games-related activity.***
   While sport, volunteering and education are the three areas in which there is greatest Games-related activity, and increased sport participation is the area in which expectations of future benefits and legacies are highest, the Higher Education sector falls some way behind Further Education in these areas. In particular, the proportion of Further Education organisations involved in sport projects is 30% higher than the proportion of Higher Education institutions involved, and activity is also less prevalent to a greater and lesser extent in the areas of education and student volunteering. This suggests that there is scope for the Higher Education sector to enhance its provision of more student-focused Games-related activity, such as sport participation projects, in the run up to, and following, the Games.

3. ***The Further and Higher Education sectors should consider how far there is potential to work more extensively with each other in delivering Games-related and Games-time activity.***
   One of the highly-rated barriers, that was shown to disproportionately affect those organisations yet to become involved in Games-related activity, was a lack of partner organisations to work with. Alongside this, although more than 35% of FE colleges and almost 40% of HE institutions worked with partners from their own sector, only 15% of respondents in the Further and Higher Education sectors worked with partners across the Further and Higher Education 'divide'. Consequently, there appears to be some potential for the Further and Higher Education sectors to work more extensively with each other in delivering Games-related activity. Given the short time-scale remaining, this is likely to involve Further and Higher Education organisations inviting potential partners from Higher and Further Education respectively to become involved in existing projects, rather than seeking to establish new projects. While the broader public policy context might be seen as militating against cross-sector partnerships, the Games does provide an opportunity for Further and Higher Education to work collaboratively, and may have the potential to leave a legacy of local relationships in which Further and Higher Education come to see their provision as complementary rather than competing.

7) RECOMMENDATIONS FOR PODIUM

HEADLINES

1. ***As the Games approach, Podium's strategy should focus on rapid dissemination of information, and an efficient reactive service, to support the effective delivery of planned Games-related activity in the Further and Higher Education sectors.***
2. ***Podium should consider whether there is a qualitatively different need for information and support among those organisations that have only recently engaged with Podium and the Games.***
3. ***Podium should ensure that meaningful post-Games de-briefing opportunities are provided for stakeholders in Further and Higher Education to share experiences and understand lessons for future activities.***

Given the limited time remaining until the commencement of the Games, similar limits to the recommendations that can be offered to Podium apply to those that were offered to the Further and Higher Education sectors in the previous section. However, there are some clear ways in which Podium can help the Further and Higher Education sectors ensure that they effectively and efficiently deliver their planned Games-related activity in Olympic and Paralympic year. In this respect, four recommendations are offered

1. ***As the Games approach, Podium's strategy should focus on rapid dissemination of information, and an efficient reactive service, to support the effective delivery of planned Games-related activity in the Further and Higher Education sectors.***
   In the years preceding the Games, Podium has sought to offer proactive help and advice to the Further and Higher Education sectors relating to developing activities to capitalise on Games-related opportunities. However, this report shows that plans for Games-related activity made in 2010 have been translated into actual activity in 2011, and that this is set to continue in Olympic and Paralympic year. As such, there is no longer a need for such proactive support to develop activities, but rather for rapid dissemination of important Games-related information, and an efficient reactive service, in order to help the Further and Higher Education sectors to effectively deliver the Games-related activity that they already have planned.

2. ***Podium should consider whether there is a qualitatively different need for information and support among those organisations that have only recently engaged with Podium and the Games.***
   Over a third of respondents to the survey had newly engaged with Podium in the previous six months, and it seems reasonable to assume that the numbers of newly engaged organisations will continue to grow throughout Games year. Such newly-engaged organisations were much less clear about what help and advice Podium could provide, and Podium should consider whether the needs of these organisations, and the services that Podium might offer them, are qualitatively different to those organisations that have been engaged with Podium and with Games-related activity over a longer period of time.

3. ***Podium should ensure that meaningful post-Games de-briefing opportunities are provided for stakeholders in Further and Higher Education to share experiences and understand lessons for future activities.***
   There was considerable appetite among both workshop participants and survey respondents for post-Games de-briefing opportunities to share experiences and learn lessons for the future. However, such opportunities must provide for interaction, discussion and experience sharing between stakeholders, not merely be information dissemination events.